

FINAL VERSION



HIED 540-E1W, THE AMERICAN COMMUNITY COLLEGE

COURSE SYLLABUS: FALL 2013

Instructor: Dr. David Rankin in collaboration with Dr. Jay Leist

Office Location: N/A

Office Hours: Tuesday 6:00 – 9:00 P.M., Sunday 6:00 – 8:00 P.M.

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COURSE INFORMATION

Textbook required: Cohen, A. M., & Brawer, F. B. (2008). *The American community college*, (5th ed.). San Francisco, CA: Jossey-Bass.

Suggested style manual: *Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: Author.

Outside readings: Additional readings for HIED 540 are available as pdf files or as Word documents via the Internet. These items are identified and linked/listed in the syllabus and/or in eCollege.

Course Description: This course offers an overview of the American community college, with particular emphasis on the history, philosophy, and uniqueness of these institutions. State and local governance and finance are also examined. HIED 540 is designed for individuals who hold, or aspire to, key leadership and supervisory positions in a community college, and for others who seek to learn more about the comprehensive nature of these institutions and their role in the post-secondary knowledge industry. HIED 540 will also examine recent developments in, and projections for the future of, the American community college.

Student Learning Outcomes: Upon completing this course, students should be able to:

- describe the historical development of the community college, both nationally and within their home state;
- explain the comprehensive mission of the community college and articulate a position on key issues related to the philosophies influencing this mission;
- detail various state structures for the organization and governance of community colleges;

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- understand state- and local-level influences on the organization, administration, and financing of community colleges;
- explain the various functions and components of the community college, including faculty, students, and programs; and
- identify professional organizations affiliated with community colleges and the current activities of these organizations.

COURSE REQUIREMENTS

1. Class Participation (Grading Weight: 15 total points)

As a minimum, students must access (i.e., log into) eCollege once each week. I recommend each student log in more frequently to ensure all instructor and student discussion postings receive proper attention and feedback.

For grading purposes, a week will begin at 6 PM each Monday (Exception: the first Monday for the Fall semester, 26 Aug, will begin at 1201 AM) and end at 6 PM the following Monday (Exception: Module 4 will end at 6 PM on **Friday**, 6 Dec). HIED 540 has four modules, and providing at least one timely/quality--and subject-matter related--eCollege posting for the *current, in-force* module can earn up to a single point each week. Postings related to the content of various SDLOs (see pages 10-12 of this syllabus) also qualify for Class Participation points. Each posting must be of material substance regarding the topic at hand, and not simply a “square filler.” The instructor will read all eCollege postings, to award full, partial, or no credit based on their content, clarity, and relevance. (Note: the class introduction posting, a requirement for the first week of class, is not subject-matter related. It will not count as the required posting for Week 1. However, failure to complete this introduction during the first week of the term will result in a grade deduction). Failure to provide an appropriate posting within the established time period will result in the loss of up to a single point for a given week.

I hope to hold two conference calls--one at/near the midpoint of the semester, and one near the end of the term. Participation in these forums is mandatory; in the event of a scheduling conflict, an alternate assignment will be provided for anyone absent from a conference call. Participation in a conference call/completion of an alternate assignment does not “count” toward the requirement to provide at least one timely/quality--and subject-matter related--posting for the week in question; however, participation in these calls (or completion of the alternate assignment) is in addition to the required posting for the week. The scheduling of and logistics for these conference calls will be addressed at a later time in eCollege and via e-mails.

*****Maximum points available = 15 weeks at 1 point per week = 15 total points*****

2. Module Assignments (Grading Weight: 50 total points)

There are four learning modules in this course, and each is available in eCollege for a specific period of time. Module assignment grading weights, the accessibility periods in eCollege, and assignment due dates are as follows:

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Module 1 (maximum points available = 12.5 points): Available starting at *1201 AM, Monday, 26 Aug.* All graded assignments and discussion board postings specific to Module 1 must be submitted by **6 PM, Monday, 16 Sep.**

Module 2 (maximum points available = 12.5 points): Available starting at 6 PM, Monday, 16 Sep. All graded assignments and discussion board postings specific to Module 2 must be submitted by **6 PM, Monday, 14 Oct.**

Module 3 (maximum points available = 12.5 points): Available starting at 6 PM, Monday, 14 Oct. All graded assignments and discussion board postings specific to Module 3 must be submitted by **6 PM, Monday, 11 Nov.**

Module 4 (maximum points available = 12.5 points): Available starting at 6 PM, Monday, 11 Nov. All graded assignments and discussion board postings specific to Module 4 must be submitted by **6 PM, Friday, 6 Dec.**

*****Maximum points available = four modules at 12.5 points each = 50 total points*****

Each module contains the following instructional information:

- Narrated presentation/overview of subject area(s),
- Listing of required and/or suggested readings/review items, presentations, and
- Graded activities. **Some of these activities will involve comparing and contrasting various aspects of Paris Junior College with those of another 2-year public institution in Texas.** The instructor will notify students of their “assigned” institution. This will occur the first week of class.

There are three steps for completing each module. Step one involves listening to/viewing the narrated presentation. I have structured each presentation to introduce the subject area(s) for a given module, address important issues associated with the subject area(s), and identify special concerns amplified in the required and/or suggested readings. Step two requires each student to complete all required readings/review items. Although the order of completion for these first two steps is interchangeable, I suggest finishing the presentation before the readings. Lastly, use this presentation, the readings/review items, and self-directed outside research to satisfy all graded activities. Post responses to all graded activities as directed; eCollege will identify the appropriate area to be used, along with the formatting requirements for all module work.

Each submitted module assignment, in addition to using course-related required/suggested readings, must incorporate pertinent outside research/support materials. Please ensure that each module assignment offers a scholarly analysis and synthesis of all materials used to formulate the various responses. **This scholarly analysis and synthesis is extremely important.** Again, each module response must incorporate pertinent works/support materials beyond those provided in this class.

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Required/suggested readings for Modules 1-4 are listed below and on the next few pages. Unless otherwise indicated, each item is available either as a pdf file in the corresponding eCollege module or as a Word document. Note: to save space, many of the listed documents reflect a *non-standard* version for citing scholarly references--please do not use this format for graded assignments. Instead, use the required APA format.

Module 1 (26 Aug-16 Sep)**Defining the Community College: Its History, Its Focus, and Its Social Contributions**

Required readings include:

Cohen & Brawer: Forward, Preface, and Chapters 1, 2, and 13

Geller, H. A. (2001). *A brief history of community colleges and a personal view of some issues (open admissions, occupational training and leadership)*. Fairfax, VA: George Mason University.

Nora, A. (2000). *Reexamining the community college mission*. Battle Creek, MI: Kellogg Foundation.

Ricketts, G. (2009, July 23). Community colleges: A brief history. *Education News* [Electronic version]. Retrieved from

<http://www.educationnews.org/articles/community-colleges-a-brief-history.html>

Other required readings include:

Carnegie Foundation classifications of community colleges, available at:

<http://classifications.carnegiefoundation.org/>

(From this page, click on the “standard listings” link, and then click on the “undergraduate instructional programs” link. Click on “define” and review the respective definitions of the associate’s categories).

“Historical Information” under the “About Community Colleges” link at the web site of the American Association of Community Colleges (AACC), available at:

<http://www.aacc.nche.edu/AboutCC/history/Pages/default.aspx>

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(There are several links in the left-hand column (e.g., community college map, community colleges past to present, significant events, historical photo tour, and a look at the future). Please review all of these links, not just the main page).

Suggested readings include: N/A

Module 2 (16 Sep-14 Oct)**Key Ingredients: Structure, Governance, Funding, Faculty, and Teaching**

Required readings include:

Cohen & Brawer: Chapters 4, 5, 3, and 6

Other required readings include:

Katsinas, S. G., Tollefson, T. A., & Reamey, B. A. (2008). *Funding issues in U.S. community colleges: Findings from a 2007 survey of the national state directors of community colleges*. Washington, DC: American Association of Community Colleges. Retrieved from

<http://www.aacc.nche.edu/Publications/Reports/Documents/fundingissues.pdf>

Lovell, C. D., & Trouth, C. (2002). State governance patterns for community colleges.

New Directions for Community Colleges, 117, 91-100. [Note: read pages 91-100 of this large document].

McGuinness, A. C. (2003). *Models of postsecondary education coordination and governance in the states*. Denver: Education Commission of the States. Retrieved from

<http://www.ecs.org/clearinghouse/34/23/3423.pdf>

Mullin, C. M. (2010). *Doing more with less: The inequitable funding of community colleges*. Washington, DC: American Association of Community Colleges.

Rossol-Allison, P. M., & Alleman Beyers, N. J. (2011). *The role of full-time and part-time faculty in student learning outcomes*. Toronto: Association for Institutional Research.

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Ellison, A. B. (2002). *The accidental faculty: Adjunct instructors in community colleges*.

Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED466874).

Hendrick, R. Z., Hightower, W. H., & Gregory, D. E. (2006). State funding limitations and community college open door policy: Conflicting priorities? *Community College Journal of Research and Practice*, 30(8), 627-640.

Lucey, C. L. (2002). Civic engagement, shared governance, and community colleges. *Academe*, 88(4), 27-31.

Miller, M. T. (2003). The status of faculty senates in community colleges. *Community College Journal of Research and Practice*, 27(5), 419-428.

Schuetz, P. (1999). *Shared governance in community colleges*. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED433077).

Module 3 (14 Oct-11 Nov)**Student Services and “Traditional Missions”****Required readings** include:

Cohen & Brawer, Chapters 7, 9, 8, and 10

Other required readings include:

Bailey, T. R., & Morest, V. S. (2004). *The organizational efficiency of multiple missions for community colleges*. New York: Columbia University Community College Research Center.

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- Karp, M. M. (2011a). *Toward a new understanding of non-academic student support: Four mechanisms encouraging positive student outcomes in the community college*. New York: Columbia University Community College Research Center. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED516148).
- Pusser, B., Breneman, D. W., Gansneder, B. M., Kohl, K. J., Levin, J. S., Milam, J. H., & Turner, S. E. (2007). *Returning to learning: Adults' success in college is key to America's future*. Indianapolis: Lumina Foundation for Education. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED496188).

Suggested readings include:

- Brewer, D. J. (1999). *How do community college faculty view institutional mission? An analysis of national survey data*. New York: Columbia University Community College Research Center.
- Dowd, A. C. (2003). From access to outcome equity: Revitalizing the democratic mission of the community college. *The ANNALS of the American Academy of Political and Social Science*, 586, 92-119.
- Harmon, R., & MacAllum, K. (2003). *Documented characteristics of labor-market responsive community colleges and a review of supporting literature*. Washington, DC: US Department of Education, Office of Adult and Vocational Education. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED479041).
- Karp, M. M. (2011b). *How non-academic supports work: Four mechanisms for improving student outcomes*. New York: Columbia University Community College Research Center. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED518755).

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Scott-Clayton, J. (2012). *Do high-stakes placement exams predict college success?* New York: Columbia University Community College Research Center. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED529866).

Module 4 (11 Nov-Friday, 6 Dec)**The Academic Transfer Mission, Research Efforts, and the Future**

Required readings include:

Cohen and Brawer: Chapters 11, 12, and 14

Other required readings include:

American Association of Community Colleges. (2012). *Final report on the 21st-century initiative listening tour*. Washington, DC: American Association of Community Colleges. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED532592).

Boswell, K., & Wilson, C. D. (2004). *Keeping America's promise: A report on the future of community colleges*. Denver: Education Commission of the States.

Deng, H. (2006). *Are there differences between transfers from community college career-oriented programs and liberal arts programs?* Tallahassee, FL: Association for Institutional Research. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED504379).

Suggested readings include:

Education Commission of the States. (2009). *Transfer and articulation: The progress of education reform*. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED512145).

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Serban, A., Kozeracki, C., Boroch, D., Over, L., Malmgren, I., & Smith, B. (2008). *Transfer issues and effective practices: A review of the literature*. Sacramento, CA: Research and Planning Group for California Community Colleges. Retrieved from www.eric.ed.gov (ERIC Document Reproduction Service No. ED521887).

3. Research Paper (Grading Weight: 23 total points)

The following list offers 16 *broad* topics/subject areas related to community colleges. After selecting one of these topics, each student must refine and narrow it to develop a suitable purpose statement. **The instructor must approve the refined/narrowed topic and planned purpose(s) for this assignment.**

- | | |
|--|--|
| -Student demographics | -Unionization/collective bargaining |
| -Adjunct faculty | -Dual-credit coursework |
| -Governance | -Core curriculum (or general education) |
| -Student services | -Tribal colleges |
| -Organizational culture (internal or external) | -Women (or minorities) in leadership roles |
| -Finance | -Open access |
| -4-year degrees in 2-year colleges | -Developmental education |
| -Vocational-technical training | -Continuing education |

As mentioned previously, the instructor *must* approve the final topic and planned purpose(s) for this paper. **Students must secure this approval by 6 PM, Friday, 13 Sep.** To obtain this approval and/or recommendations for gaining it, please send an e-mail that provides the following information:

- In the subject line of the e-mail, write the following: Research Paper Topic/Purpose
- In the text of this e-mail, write the following:
 1. My broad topic is: (list one of the aforementioned 16 areas)
 2. My refined/narrowed topic is:
 3. The purpose of this paper is: (provide your proposed purpose statement here)
 4. I have determined that adequate quality resources exist to support research for this assignment.

The instructor will provide e-mail feedback. It will include either a statement of approval or a request for further information before approval is granted. **Note: failure to gain instructor approval by the stated deadline will result in a 10-point deduction for this assignment.**

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The following exceptions/restrictions apply to this assignment:

1. The topic and purpose(s) must not focus specifically on any community college where the student has ever worked or matriculated.
2. The topic and purpose(s) must not focus on the creation/establishment of a community college, the biography of any person, or any HIED athletic- or sports-related event(s).
3. The topic and purpose(s) must relate to one or more of the course objectives shown on pages 1-2 of this syllabus.
4. Do *not* use Wikipedia, an encyclopedia, You Tube, or any other similar “quasi-references” for this assignment.
5. Once the topic and purpose(s) are approved, further change to either item requires a new approval from the instructor.

Format-wise, this term paper must contain 10-12 *full* pages of text, with non-justified, double-spaced type (Times New Roman or Arial 12-point font). At least 10 scholarly sources are required. The paper will include 1-inch margins on the top, bottom, and sides, and comply with APA (6th ed.) guidelines. Please use *quality* sources, and do not recycle work from another course.

As a minimum, the evaluation of this research paper will focus on the creation of a clear and concise purpose/thesis statement for the topic (to include why the topic was chosen, its relationship to one or more of the student learning outcomes, and how it impacts/supports/relates to the American community college)--and compliance with all related instructions. The paper will also be evaluated based on evidence of a well-planned strategy for researching the topic, the selection of *quality* sources (beyond HIED 540 references), and the use of these sources to develop an assignment that reflects creativity and scholarship in analyzing/synthesizing the information it contains. Adherence to effective writing principles (including, but not limited to, the quality of the content, clarity of expression, consistency of style and format, compliance with APA style guidance, and active voice) will also play a key role in the grading of this assignment. Note: there will be an **automatic 10-point deduction for each page short of--or beyond--the aforementioned 10-12 *full* pages of text.**

This assignment is **due by 6 PM, *Friday*, 22 Nov.**

*****Maximum points available = one paper at 23 points = 23 total points*****

4. Self-directed Learning Opportunity (Grading Weight: 12 total points)

Class members will pursue a self-directed learning opportunity (SDLO) that supports any of the various topics covered in class and, more specifically, one or more of the HIED 540 student learning outcomes. This assignment can take many forms; while not exhaustive, the list on the next page offers several possible ideas.

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The overarching purpose for the SDLO is to allow students to **pursue one or more aspects of the American community college that parallel their professional interests**. All submissions will be posted in eCollege, so that everyone can benefit from the self-directed learning efforts of each class member. Please note: responding to eCollege postings by fellow students or initiating a chat in eCollege do *not* qualify as SDLOs.

Possible ideas include, but are not limited to, the following:

- Analyzing and synthesizing multiple documents, and/or researching key concerns, to provide interesting inputs and viewpoints regarding the American community college;
- Providing an in-depth overview and analysis of interviews with at least two different leaders at community colleges *other than the student's current institution of employment*. (No interviews used for the SDLO assignment will involve personnel from the student's place of employment). The interviewees must each occupy the same type of administrative position; the level of this position must be a deanship or higher. The position can be focused on academics, student services/affairs, or other institutional support functions. Examples of interview topics include, but are not limited to, current issues and challenges facing each institution, retention and completion, the sense of "community" at each institution, etc. Additionally, students are free to further refine--and then employ any of the 16 broad topics shown on page 9--as the focus for these interviews;
- Chronicling/summarizing, and then analyzing, major state-level or institutional events (e.g., a restructuring, budgetary issues, policy changes, etc.) affecting one or more community colleges;
- Offering an in-depth critique of at least three scholarly--and refereed--journal articles focused on some aspect of the American community college. This group of articles must all focus on the same specific community college issue (e.g., developmental education, women in leadership roles, etc.). Note: as used here, the term "critique" means something far more than a summary. A critique offers a *critical assessment* of another person's scholarly work, and this assessment requires analysis, synthesis, and support. Do not submit an SDLO that only summarizes three or more journal articles. Please include a copy of--or provide access to--the articles being critiqued.

Students are encouraged to contact the instructor to discuss specific requirements and expectations for an SDLO, possible ideas and/or tips, or if questions exist regarding construction/format/focus, etc.

Format-wise, students can exercise either of two options. These are:

Option 1: Narrated PowerPoint Presentation. This option requires the construction of a *narrated* slide presentation lasting 10-15 minutes. Do not submit a PowerPoint presentation that lacks audio narration. The presentation will be posted in the corresponding link within eCollege. Please use *quality* sources and, if required, include a reference list. Do not recycle work from another course. Other members of the class, after viewing/listening to the presentation, will have

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the opportunity to discuss and/or ask questions about the showcased information. Additional guidance for submitting this assignment is contained in eCollege. Note: there will be an **automatic 10-point deduction for “falling” short--or exceeding--the aforementioned 10-15 minutes.**

Option 2: Written Report. This report will be posted in the corresponding links within eCollege. Please use *quality* sources and, if required, include a reference list. Do not recycle work from another course. Other members of the class, after reading this report, will have the opportunity to discuss and/or ask questions about the showcased information. Option 2 requires 5-7 *full* pages of text, with non-justified, double-spaced type (Times New Roman or Arial 12-point font). This report will include 1-inch margins on the top, bottom, and sides, and comply with APA (6th ed.) guidelines. Additional guidance for submitting this assignment is contained in eCollege. Note: there will be an **automatic 10-point deduction for each page short--or beyond--the aforementioned 5-7 full pages of text.**

To recap, there are two options for the SDLO--each student will submit either a narrated PowerPoint presentation or a written report. As a minimum, this assignment will be evaluated based on the quality and appropriateness of the strategy employed to facilitate self-directed learning about one or more aspects of the American community college, the rationale for selecting the SDLO topic(s), the selection of *quality* sources, and the development of an assignment that reflects creativity and scholarship in analyzing/synthesizing the information it contains. Adherence to effective writing (or oral presentation) principles (including, but not limited to, the quality of the content, clarity of expression, consistency of style and format, compliance with APA style guidance, and active voice) will also play a key role in the grading of this assignment.

This assignment is due by **6 PM, Monday, 7 Oct.** Additional instructions for the SDLO are listed in eCollege.

*****Maximum points available = one SDLO at a maximum of 12 points = 12 points*****

Grading

-15%: Class Participation

-50%: Module Work

-23%: Research Paper

-12%: SDLO

100%

A grade of “A” (90-100 points) represents exceptional work exceeding stated guidelines. This type of work demonstrates advanced thinking going far beyond simply repeating/reaffirming information covered in class or outside readings/discussions. “A” work offers original thoughts that are developed clearly and fully, synthesized thoroughly, and they build upon the conceptual foundations and objectives of the course. “A” work indicates a *mastery* of the information being discussed, and it reflects exceptional written and/or oral communicative skills.

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A grade of “B” (80-89 points) represents sound graduate student work. This type of work provides a clearly defined and adequate thesis, but lacks depth and clarity of insight or new considerations that exemplify superior thought and mastery of the subject matter. Some concerns exist in the construction, development, and synthesis of ideas and/or readability (to include proofreading, editing, and formatting issues that detract from the overall quality of the assignment).

A grade of “C” (70-79 points) represents work below the expected level. Problems in such work include the poor construction of ideas, show a lack of clear understanding and/or synthesis of the topic(s) under discussion, and/or contain serious proofreading, editing, and formatting weaknesses that detract from the intended purpose(s) and quality of the assignment.

The point range for a “D” is 60-69; the point range for an “F” is anything less than 60.

TECHNOLOGY REQUIREMENTS

Internet access will be needed to complete various assignments. This access should utilize a DSL (or faster) Internet connection. A working knowledge of Microsoft Word and PowerPoint is also needed.

ACCESS AND NAVIGATION

Internet access will be needed to complete various assignments. This access should utilize a DSL (or faster) Internet connection. A working knowledge of Microsoft Word and PowerPoint is also needed.

COMMUNICATION AND SUPPORT

This is an online course. Therefore, e-mail will serve as the primary means for instructor-student communications. My goal is to respond within 48 hours. Note: I am normally unavailable on weekends and holidays, and may be unable to meet my e-mail response goal during these days.

Please contact me online through eCollege or University e-mail. In those instances where a discussion may require more than e-mail communications, I will provide a phone number for incoming calls.

Technical support is provided through eCollege. Please refer to the instructions on the My Leo/eCollege sign-on page.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course-specific Procedures:

1. “Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work” (*Graduate Catalog*, 2006, p. 29).

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Students *must* ensure that all work for HIED 540 is original (i.e., not recycled from another class). Work produced, in whole or in part, from assignments for other courses will not be accepted for credit.

Please adhere to APA guidelines--and all university policies--regarding the use and proper attribution of the work, ideas, and words of others. Plagiarism is a very serious matter, and any such act will result in a grade of "F" for the assignment (and possibly for the course)--along with possible follow-on action. **This instructor will use the university-provided software (i.e., Turnitin) to assist in detecting instances of academic dishonesty.** Feel free to ask if questions surface regarding any issue surrounding plagiarism.

2. Due dates for HIED 540 coursework are established to ensure timely participation and dialogue with fellow students, and to provide adequate opportunity for instructor feedback. **Any assignment submitted for grading--that arrives after the due date and time--will incur an automatic 10-point deduction for each day it is late.**

3. All HIED 540 assignments submitted for grading must comply with the guidance in the APA style manual (6th ed.). For each assignment in this course, **compliance with APA style guidelines--and overall readability** (e.g., editing, proofreading, formatting, etc.)--**will count for 10% of the assigned grade.**

4. Unless unusual circumstances exist that are in accordance with university/college/department policy, please do not ask for a grade of "Incomplete."

5. The instructor reserves the right to make alterations to this syllabus and other course requirements, when warranted, to enhance learning, improve effectiveness and/or efficiency, etc. When such changes are required, the instructor will provide class members with as much pre-notice as possible.

6. Extra credit opportunities are not offered in this class.

7. Following instructions is a key ingredient for success in this class. If unsure of "what to do" regarding a specific instruction or assignment, please ask for assistance.

8. Unless directed otherwise, each assignment must be submitted as a Word document (or PowerPoint file)--**never submit a pdf file for grading.**

9. Do not use Wikipedia, an encyclopedia, You Tube, or any other similar "quasi-references" for any HIED 540 assignment.

10. This syllabus serves as the baseline document for HIED 540, and the instructor has made every effort to ensure the information in eCollege replicates what is contained herein. However, it is possible that differences in guidance may exist between eCollege and the syllabus. In any case of conflicting guidance, the information in this syllabus (along with any necessary alterations--see Item #5) will supersede information contained in eCollege.

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1. Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services**Texas A&M University-Commerce****Gee Library****Room 132****Phone (903) 886-5150 or (903) 886-5835****Fax (903) 468-8148****StudentDisabilityServices@tamuc.edu**

2. Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE/CALENDAR

As an online course, HIED 540 utilizes four modules. Specific dates and times for accessing each module, along with the corresponding reading requirements, are listed on pages 3-8 of this syllabus. Due dates for all HIED 540 assignments and other important submissions are highlighted in yellow throughout this document.